



Unione Europea

FONDI  
STRUTTURALI  
EUROPEI

pon  
2014-2020



MIUR

PER LA SCUOLA - COMPETENZE E AMBIENTI PER L'APPRENDIMENTO (FSE)



# HOW TO SUPPORT SCHOOLS TO SELF-EVALUATE THE QUALITY OF INCLUSION?

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ICSEI 2019

JANUARY 8-12, STAVANGER, NORWAY

# PURPOSE OF THIS WORK

What is inclusion? A definition

Policies adopted to enhance inclusion in Italian school system

School Evaluation as an opportunity to reflect on inclusion policies

Results of external and internal evaluation regarding the quality of inclusion

Teaching practices results regarding the quality of inclusion

Strengths and weaknesses of inclusion policies

# BACKGROUND

- UNESCO (2016): inclusive education is a personal right, a global imperative to promote full participation in education regardless individual characteristics
- United Nations (2015) Goal 4 - Sustainable Development Goals - Quality Education Ensure: inclusive and quality education for all and promote lifelong learning.
- Systemic interpretation of inclusion: a process of cultural, conceptual and operative change on the pedagogical, evaluative, organizational and political level in order to guarantee **full access, full participation and educational success to all pupils and students**



# STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN ITALY

SOME DATA REGARDING THE ITALIAN  
SCHOOL SYSTEM

# LEGISLATION AND POLICY

- Since 1977, the law **abolished special schools** for pupils with disabilities and special classes for underachievers.
- Law 104/1992 is the main framework for all disability issues: it guarantees specific rights for people with disabilities and their families, provides assistance, stipulates full integration and the adoption of measures for prevention and functional recovery, and also ensures social, economic and legal protection.
- In 2012 the Ministry of Education adopts the concept of “**students with special educational needs**”. This macro-category, as an ‘umbrella’, tries to cover all kinds of difficulties – whether permanent or temporary – at school: disabilities, specific learning disorders, specific developmental disorders, socio-economic, cultural or linguistic disadvantages, as well as pupils that may need special care. This approach should ensure more inclusive practices in classrooms through individualised and personalised education plans.

# STUDENTS WITH DISABILITIES

- Italy is, so far, the only European country which has reached 99.6% inclusion of learners with disabilities in mainstream education.
- Pupils with disabilities have the right to attend mainstream classes with appropriate supports: educator assistant, transport, personal devices etc.
- The classes with disabled students have a **learning support teacher** in addition to common teachers.
- Pupils with disabilities have an **individual education plan**, drawn up by the school and the family.

826.000  
pupils with  
disabilities enrolled

They represent  
2.9% of student  
population

43% of classes  
have students with  
disabilities

# STUDENTS WITH SPECIFIC LEARNING DISORDERS

- Students with dyslexia, dysgraphia, dysorthographia and dyscalculia are recognized as students with specific learning disorders (SLD).
- Schools should put in place the **pedagogic and didactic measures** necessary to guarantee educational goals
- Students with specific learning disorders have a **personalized education plan**, drawn up by the school and the family.

They are 2.9% of whole student population

# STUDENTS WITH NON ITALIAN CITIZENSHIP

- During the last years, while the number of Italian students has decreased in the Italian school system, the number of foreign students has increased.
- **Second-generation** students (Italy born children of foreign born parents) are 61% of students with non Italian citizenship.
- The schools can also draw up personalized plans for foreign student newly entered in the Italian school system.

826.091 foreign  
students enrolled  
at school

They are 9.4% of  
the student  
population

Second generation  
students are 5.8%  
of student  
population



# ITALIAN EVALUATION SYSTEM

# ITALIAN NATIONAL EVALUATION SYSTEM

## Self Evaluation

All Italian schools  
are involved in self-  
reflection

## External Evaluation

A sample of 5-10%  
of Italian schools

Common  
Framework

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graph TD; A[Self Evaluation  
All Italian schools  
are involved in self-  
reflection] --- B[External Evaluation  
A sample of 5-10%  
of Italian schools]; A --- C[Common Framework]; B --- C;
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# The common framework

## Background and resources

- Geographical context
- Economic and material resources
- Structures and infrastructures

## Results

- Results achieved by students
- National standardised test
- Key competences
- Long-term results

## Processes

- School's curricula
- Learning environment
- **Inclusion and differentiation strategies**
- Continuity of Learning and counseling
- Management and leadership
- Development of human resources
- Relations with geographical context and families

# INCLUSION AND DIFFERENTIATION STRATEGIES SECTION

- **Section definition:** strategies adopted by the school to promote inclusion processes and respect for diversity, like the reflection on how teaching and learning processes are sensitive with regard to educational needs of each student during in-class work and in other educational situations.
- Two subsection
  - Inclusion - strategies to include students with special educational needs (students with disabilities, students with specific developmental disorders, foreign students recently entered in Italy, etc.). Promote and management of differences.
  - Remedial and strengthening instruction - strategies to adapt the teaching processes to the learning needs of each student.



# **STRENGTHS AND WEAKNESSES OF INCLUSION**

# RESULTS OF EVALUATION OF SCHOOL INCLUSION

## SELF EVALUATION RESULTS

More than 70% of public schools self-assess themselves with high scores in the Inclusion section. The results of self-evaluation tell us that schools feel they are inclusive communities and seem to be aware of their areas of strength and weakness.

The schools declare as effective the activities carried out.

**The schools show compliance with Italian legislation for inclusion**

## EXTERNAL EVALUATION RESULTS

The external evaluation confirms the judgment of schools as inclusive communities.

It has to be noted that external evaluation teams carry on individual and group interviews and examine official documents. They don't evaluate classroom processes through observation.

# RESULTS ON INCLUSIVE TEACHING PRACTICES

- Do teachers assign suited tasks for students with special educational needs and pay attention to them?
- Indicator 1 –Teachers adapt tasks for students with special needs
- Indicator 2 –Teachers pay attention to students with special needs

## Classroom observation results

- Indicator 1 - About 50% of teachers obtained low ratings. These teachers do not adapt the tasks and do not provide individual support for students with special needs.
- Indicator 2 – About 23% of teachers don't pay attention to students with special needs.

(Sample of 210 Schools, 1600 teachers observed)

# CONCLUSIONS

- Inclusion represents strong commitment for Italian schools, supported by a legislation that has been updated over time
- The results of school evaluation tell us that schools adopt inclusive policies.
- The results of teaching practices observation shows that about 50% of teachers do not adapt the tasks and do not provide instructional support to students with special needs.
- Italy has a well known tradition of inclusion policies, but inclusive practices within the Italian context appear to be inspired more by an *integrative* policy than by a fully *inclusive* one. It could be related to the hegemony of a medical/psychological approach to inclusion – which has in classifications processes a key correlate – instead of a social one.
- If disability is a natural, legitimate expression of human diversity, the practices and processes of inclusion in the Italian educational system need to become object of discussion.
- Evaluation can be an important opportunity to promote school-inclusive change. Through evaluation, schools could increase their capability to provide an equitable, high-quality education for all and become more skilled at responding to the differences of individual learners.
- New evaluation tools need to be implemented - focused on instructional practices - if we want assume a 'systemic' interpretation of inclusions.

you 谢谢 choukran Asante  
bighmmi  
gracias  
Danke  
Merci  
감사하십시오  
arigato  
grazie  
obrigada  
당신을 spasiba